



Central Environmental Authority
"Parisara Piyasa"
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 Battaramulla.
 Telephone: 872297, 872278
Ministry of Forestry and Environment



LET US PROTECT ENVIRONMENT

Environment Pioneer Teachers' Guide





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First Print - December 1992

Second Print - October 2000

A publication of Environment Promotion Division

Acc. No.	117364
Class. No.	371.13 LET

Environment Pioneers - forerunners to the Future Generation

Environmental resources are the birth rights of man. The existence of human life depends on the sustenance of those legacies. This environment which has been bequeathed from generation to generation by our forefathers should in turn be handed over to future generations unsullied and it should be the responsibility as well as the obligation of all of us in the present generation. We have to think whether it is only the quantitative and qualitative advancement of the economic, social and other requirements of the mankind of today that should be considered as the goal of development. A development in the real sense of the word can only be achieved in a sustainable manner if it is a development that is brought about by the spiritual conduct of man. The necessity to conduct our activities in a manner that protects the earth while fulfilling the requirements of the people is more pronounced today than ever before.

Besides the environment, children too are our wealth. Therefore, the involvement of our children in the process of environmental protection through the understanding of the value of environmental resources is a long term process with future visions and aspirations. That is because they are the decision makers as well as rulers of the environment in future.

There are several special environmental programmes introduced to school children by the Central Environmental Authority. The Environment Pioneer Brigade Programme is a key programme in this regard. It helps school children to appreciate the value of environment, improve their knowledge of environment and bring about a change in their attitudes towards environment. It is also important in this regard to have the participation of children in environmental conservation programmes practically. As a result of understanding the tremendous environmental change which is possible in the school structure through the environment pioneer programme in future, action is now being taken to introduce this programme to a greater number of schools.

As this programme expands, it is necessary to take steps to revise the Environment Pioneer Teachers' Guide Book. Thus, I appreciate greatly the speedy action taken to publish the revised Pioneer Guidelines.

Students' practical activities have to be evaluated according to the Guide Book. Accordingly, it will be an easier guidance for a successful conduct of programmes within a specific time frame and to the preparation of a plan throughout the island.

It is my wish that the present generation of students who are involved in the Environment Pioneer Programme and who are friends of environment, will become the pioneers who guide the future generations enriched with optimistic attitudes and proven skills. I would take this opportunity to say that I regard the teachers who give leadership to students in this regard and the officers of the Central Environmental Authority as true friends of environment.

Mahinda Wijesekara
Minister of Forestry and Environment

**Environment Pledge
of
Environmental Pioneer Brigades**

Constantly developing the harmony needed to keep
the trees, rivulets, streams, rivers and oceans of this world
All fauna living in them and the earth which bars them all
In perfect balance

Lighting lamps of knowledge without fear
To dispel the darkness of ignorance
Creating forest glades which give cool shade
Conserving the soil of this earth which bears us all
Preserving forever the purity of the wind that blows
The water that quells the thirst

Our environment

to protect
With cattle and grain which gives long life,
prosperity and strength
With life held second to high moral values
With all effort, with all courage
By this pledge
With great determination
I dedicate myself

Message from the Hon. Minister of Education and Higher Education

It is very important that the present day generation of children who are the future citizens of our country should be educated on the protection of the legacies of environment which we have received from mother nature. The inclusion of matters relating to environmental conservation in school curriculae as well as the various environmental programmes conducted by the Ministry of Forestry and Environment in schools are important events in this regard.

The Environment Pioneer Brigade Programme launched by the Central Environmental Authority with the assistance of the Ministry of Education and Higher Education is a very good pilot programme which would lead to the improvement of the knowledge of environmental conservation in school children, help develop environment friendly attitudes among them and ensure the active participation of them in environment-related activities. It is my fervent hope to see the implementation of this Programme in many schools in future.

I wish that the Environment Pioneer Brigade Programme will be able to contribute in a strong way to the sustenance of the earth.

Richard Pathirana

Minister of Education and Higher Education

Environmental sensitivity in children should be increased

We have to learn a lesson from our forefathers. That is the fact that they lived 'in harmony' with nature and the living beings. It is the philosophy of universal nature. It is also a pre-requisite for a sustainable existence.

As a result of being departed from this practice by the modern man in his quest for scientific and technological advancement, he is faced with numerous environmental problems. This has created an environment posing a threat to contemporary existence of mankind as well as the peaceful co-existence of the future generation.

In order to change this, it is the responsibility of the present day world community to pay its attention to the management of environmental resources for a sustainable existence. Hence, sustainable development approach has become the focus of attention of modern environmentalists in order to reduce the discrepancy between 'development' and 'environment' in human society today. This concept is reflected in religious philosophies. Especially the Middle Path advocated by Buddhism reflects this concept. That nature and the culture of co-existence as understood by our forefathers remain a reality in the modern society as well.

We should all direct ourselves to a sustainable style of living on the earth.

Against such a background, it is the need of the hour to mould the community in an environmentally friendly manner. In releasing this goal, our main target should be the present generation of students.

It is with this noble object in mind that the Central Environmental Authority directs the Environment Pioneer Brigade in order to mould school children as an environment friendly community. It is essential that a prior discipline be developed in an environment pioneer brigade member towards environmental conservation.

This provides opportunities to direct the students towards a lot of activities to build up the necessary knowledge and attitudes required for them to understand their surrounding environment. This is done through activities such as environmental observations, explorations, assignments etc. This makes it possible to afford an opportunity to them to understand that they are an integral part of environment and also to direct them towards maintaining ecological balance.

Let our children have magnanimous thoughts in their hearts so that our desire to create a group of children with changed attitudes and environmental sensitivity will become a reality.

Lionel Jayasinghe
Director General

Central Environmental Authority

A better environment for future children through knowledge, education and skills development

The creation of an environment suitable to live in for our future generation is the hope and aspiration of both our students who receive their education in the field of formal education in Sri Lanka as well as the teachers who teach them. This potential which has spread in ten thousand schools can well be turned into a green light in guiding us to reduce the environmental problems which are seething in our country.

It was as a recognition of the importance of the effective contribution of this activity that action was taken to expand at school level the environmental Pioneer Brigade Programme launched with a selected group of students in 1984. It has become the need of the hour to strengthen and nourish this programme further. It is because of this importance that action has been taken already to introduce this Programme to 2000 more schools by the year 2000.

In this context it is important that the student members of the Environment Pioneer Brigade should develop environment friendly attitudes and they should instill in the minds of the society at large the positive impact of such an action. It is definite that this will be the strength which enables the cultivation of environment friendly attitudes in the entire community. Citizens with friendly environmental attitudes are a wealth to the entire society.

Therefore, this role of Environment Pioneers is a noble one. Identifying environmental problems, seeking solutions for problems and planning and implementing projects in this regard mean directing them towards environmental activities. This will become a rehearsal to the building of a better environment tomorrow. The revised Teachers' Guide Book, 'Let us Protect Environment' is launched with a view to providing guidelines in carrying out these activities in a wider and more comprehensive manner. I wish that this programme be a beacon light in the process of creating a better environment for our future children.

Thilak Hewawasam
Chairman,
Central Environmental Authority



The Motto
ENVIRONMENT PROTECTS US
LET US PROTECT IT IN TURN

Let us Protect the Environment

Environmental Pioneer Teachers' Guide Book:

Motto:

Environment protects us. Let us protect it in turn

The above phrase should be used as the motto of the Environment Pioneer Project. It is the meaning that runs through the entire Project. The motto emphasizes the responsibility of the activities of Pioneers and the relationship which should exist between man and environment.

Environment Pioneers:

The environment in which we live is degrading day by day. Those who should contribute to the process of preventing this should emerge from our society itself. Environmental Pioneers are a group of people involved in this task. Character building of Environmental Pioneers becomes important in this regard. The great service they should render as citizens in future depends on the environmentally friendly developments they achieve in their conduct. Their contribution for the sustenance of the earth is extremely powerful and invaluable.

Environment Pioneers start their environment conservation activities from the school itself. This process of environmental conservation then spreads islandwide beginning from home and extending to one's living environment, the village, town, the area and the district.

In performing this task, it is inevitable that the Environmental Pioneers will have to face challenges of various nature. Therefore, it is expected that they would act courageously and reasonably. It is a characteristic of a Pioneer to have a character which sets an example to society. It should not be forgotten that not only he should be educated but others also should be educated by him. Gathering of knowledge of environment, obtaining knowledge of conservation methods and means and the practical implementation of such knowledge are the activities included in this process. The term 'Environment Pioneer' can be used without any gender bias.

1. Objectives of the establishment of Environment - Pioneer Brigades:

Activities to be done

1.1. Improving the understanding of environment:

1.1.1. Listening, observation and identification of problems:

Listening to lectures on themes of environment, participation in field trips with the aim of observations, engaging in studies of environment in selected areas, identifying environmental problems caused by human activities and by other means, compiling, exhibiting and reading of environment related documents, reports and creations.

1.1.2. Study of past activities of environmental conservation:

Development of practical activities on environment and taking steps to present creations using natural resources.

1.1.3. Understanding the methods of environmental measurements:

Studying environment friendly life style and identifying and introducing the inter-relationship between the present life style and the emergence of environmental problems.

1.2. Disseminating the environment message among adults through school children: (activities to be done)

1.2.1. Organizing exhibitions, dramas, paintings, seminars, leaflets etc. to convey the environment message.

1.2.2. Organizing practical activities such as shramadana campaigns.

1.2.3. Implementing advisory services in order to improve home garden environment.

1.2.4. Organizing workshops to create understanding of matters such as waste material management, power conservation etc.

1.2.5. Exhibiting environmental films.

1.2.6. Printing and distribution of leaflets, publications etc.

1.3. Creating a love and affection for the mother land, its people and environment: (activities to be done)

1.3.1 Organizing environmental camps and excursions

1.3.2. Identifying and protecting bio-diversity and directing others towards it.

1.4. Moulding of the lives of students, towards a life style bound by environmental responsibilities: (activities to be done)

1.4.1. Showing real love to flora and fauna

1.4.2. Giving necessary guidance to direct the lives of students along a path of life with good environmental practices.

1.4.3. Keeping away and preventing others from environmentally harmful practices.

1.5. Identifying the necessity to continue the responsibilities of Environment Pioneers: (activities to be done)

1.5.1. Giving leadership to establish environment protection groups in the village, the town.

1.5.2. Strengthening environmental activities through the formation of environment networks.

1.6. Building relationships with educational and all other fields of environment at divisional, regional and district levels: (activities to be done)

1.6.1. Strengthening of the programme through the establishment of relationships.

2. Obligations and responsibilities:

Environment Pioneers are bound to protect all the natural resources including all living beings in the sea and on the land, the air, the water, soil, the flora and the sun light.

They keep away from all activities which contribute to the destruction of natural environmental beauty.

They acquire a knowledge of phenomena such as forest degradation, coastal pollution, water pollution, air pollution, soil pollution etc., the manner in which they create pollution, their consequences and what should

be done to arrest such conditions. They use the understanding so acquired for the process of environmental conservation and guide others along the same path.

3. Code of conduct:

- * Environment Pioneer is truthful, trustworthy and kind.
- * He considers it his duty to protect the environment.
- * He is a friend of everybody including trees and the plant life.
- * He values the cleanliness of environment mentally as well as practically.
- * He faces with patience the obstacles caused by others in protecting the environment.
- * He leads an extremely frugal and simple life.
- * He is always happy and works for the good of others.
- * He always gives priority to environmental conservation.

4. Selection of schools to establish Environment Pioneers Brigades:

Schools are selected on district basis in order to extend the Programme islandwide.

The following matters will be taken into consideration in the selection of schools :

- * Equal representation of city and village schools within the district.
- * Inclusion of private schools.
- * Interest in extra curricular activities.
- * The dedication and ability of teachers to serve on the Brigade on voluntary basis.
- * Suitable environment to launch environmental programmes.
- * Ability to co-ordinate at district level.

4.1. Selection of suitable schools in the district through Environment Pioneer Commissioner and Assistant Commissioners. (The approval of the Divisional Director of Education too should be obtained in making this selection.)

4.2. Requests made by principals that the Brigades be established.

4.3. Schools proposed by the Environment Development Assistants of the Central Environmental Authority.

The list of selected schools will be submitted to the Board of Management of the Central Environmental Authority. Suitable schools will be selected out of them on the above mentioned basis. Such selections will be intimated to the Divisional Director of Education and the approval will be obtained. Thereafter the principal will be informed in writing that the relevant school has been selected for launching the programme.

The next step will be the selection of teachers by the principal to be in charge of the Brigades. Two teachers should be appointed to be in charge of one Brigade consisting of 25 students and the Director (Environment Promotions), Central Environmental Authority should be informed of the selection.

5. Election of officers in charge of Environment Pioneers, their responsibilities and the role:

Once a Pioneer Brigade is established in a school, the entire responsibility of running it successfully is given to the teacher in charge of the Brigades. They are known as 'Environment Pioneer Officers in Charge'.

Officers in Charge of Environment Pioneers are selected by the principal on the basis of their personality, wide understanding and enthusiasm. Two teachers should be appointed in charge of one Environment Pioneer Brigade. If female students are included in a Pioneer Brigade, a female teacher should be appointed as the Officer in Charge. A male teacher and a female teacher should be appointed as Officers in Charge when a Brigade has both male and female students in it.

This post is merely on a volunteer basis. The Central Environmental Authority has full authority to remove inefficient officers in charge in consultation with the principal.

These teachers will possess an identity card. A letter of appointment will be issued on appointment and a service certificate will be issued at the end of the service.

When a teacher is transferred to another school, he or she should give the benefit of his or her experience to the new school and a Brigade should be started in the new school also. Before leaving a school, they should ensure that the file relating to the Pioneer Brigades is handed over to the new officer in charge appointed by the principal so that the

programme is not affected in any way. It should be handed over to the principal by a letter with a copy to the Central Environmental Authority. When the officers in charge resign from the post, the Central Environmental Authority too should be informed.

The role of Environmental Pioneer Officers in charge includes the following :

- * Selection of students for Pioneer Brigades.
- * Dividing into groups of 25 and appointing 5 leaders for each such Group.
- * Training the students effectively.
- * Organizing lectures/workshops with the concurrence of the principal.
- * Preparation of students for examination activities.
- * Co-operation with the Central Environmental Authority, Deputy Director of Education, Environment Pioneer Assistant Commissioner, Environment Pioneer Commissioner and the Environment Development Assistant.
- * Maintenance of a Log Book and a file.
- * Assisting the activities of Pioneer Brigades in other schools as intimated by the Central Environmental Authority/Environment Pioneer Commissioner.
- * Directing the students towards the activities set out in the Pioneers' Hand Book.
- * Continuous and active conduct of the Brigade.
- * Starting new Brigades at the beginning of the year and submitting to the Central Environmental Authority particulars regarding the list of names of Student Brigades (including particulars of medals won by them), names and addresses of officers in charge etc.
- * Removing the inactive students of the Brigade at the end of the year.
- * Implementation and co-ordination of any appropriate programmes in order to maintain the enthusiasm of students in consultation with the principal and the Central Environmental Authority.
- * Ensuring the continuous existence of the Brigades.

6. Environment Pioneer Commissioner and the Assistant Commissioner:

The Central Environmental Authority will take steps to select Environment Pioneer Commissioner and the Assistant Commissioner:

The Central Environmental Authority will take steps to select Environment Pioneer Commissioner and Assistant Commissioners out of teachers in charge of Brigades at district level.

6.1. Basis of selection:

6.1.1. The success in directing students in environmental conservation and management activities.

6.1.2. Long service rendered attached to the Environment Pioneer Brigade.

6.1.3. Other services performed on voluntary basis.

6.2. The appointment and conclusion of service will be on the basis of the following:

6.2.1. The appointment and removal of Commissioners and Assistant Commissioners is the responsibility of the Central Environmental Authority. These appointments are renewed every two years.

6.2.2. Progress of the first 6 months will be supervised. Removal or reappointment for the next 11/2 years will be decided on the basis of such supervision.

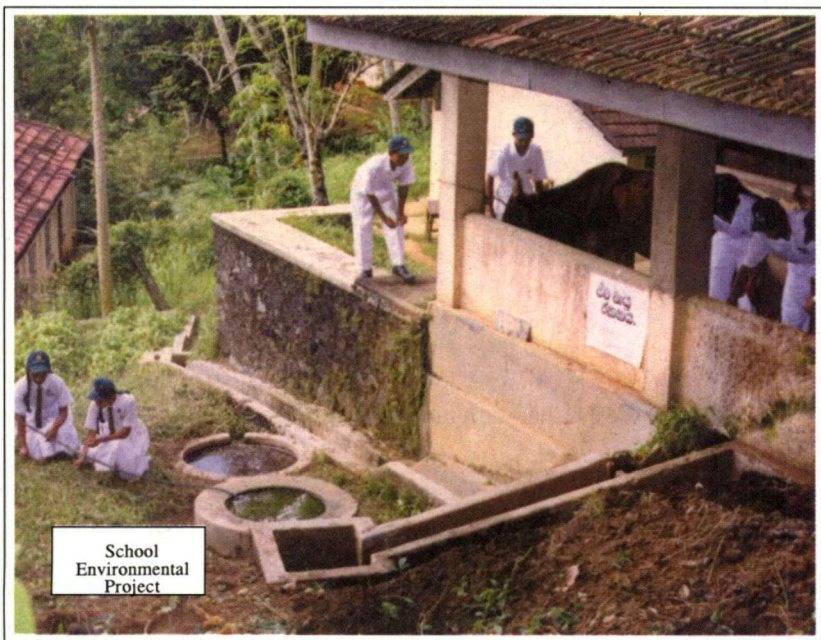
On appointment of the Commissioner and the Assistant Commissioner by the Central Environmental Authority, they will be issued a letter of appointment with copies to the principal, the District Secretary and the Divisional, Regional and Provincial Directors of Education. Action will also be taken by the Central Environmental Authority to attach them to the District Environmental Committees as well.

A progress review will be done by the Central Environmental Authority at least once in 6 months by conducting meetings with the Commissioner and the Assistant Commissioners in order to maintain the stability of the Programme.

7. Role of the Environment Pioneer Assistant Commissioner:

- * Assisting the activities of the Environment Pioneer Commissioner
- * Examining the Pioneer Brigades
- * Progress review and counselling

- * Conducting the examination for the selection of Green Medal holders in collaboration with the Environment Development Assistant
- * Assisting the Environment Pioneer Commissioner to appoint the Boards of Selection for the selection of Gold and Silver Medal holders
- * Naming the suitable schools for the expansion of Brigades
- * Submitting a detailed report on the Brigades of the relevant district to the Central Environmental Authority every 4 months with a copy to the environment Pioneer Commissioner
- * Holding discussions with the District Commissioner on the progress of the Brigades
- * Directing schools to submit particulars regarding the Brigades to the Central Environmental Authority
- * Co-ordination of activities regarding the sending of brief news on activities done by schools to the News Letter of the Central Environmental Authority
- * Other activities related to environment entrusted by the Central Environmental Authority and the Environment Pioneer Commissioner.



School
Environmental
Project

8. Role of the Environment Pioneer Commissioner:

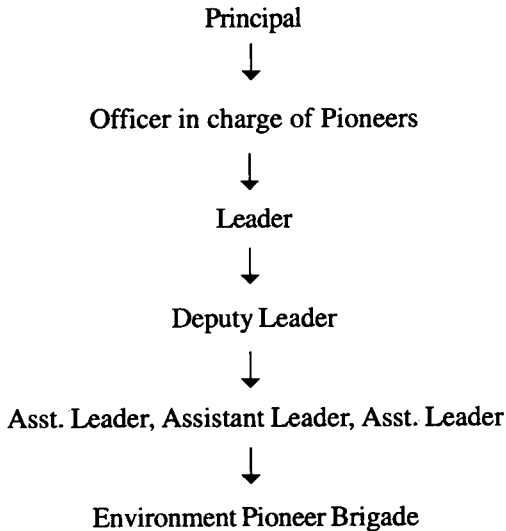
- * Examining the Pioneer Brigades and giving necessary instructions.
- * Obtaining the list of names of students who have been qualified for the examination for the award of medals, from the Assistant Commissioner in appointing Boards of Examiners with the concurrence of the Central Environmental Authority ; holding examinations and sending the results of such examinations to the Central Environmental Authority.
- * Holding a meeting of teachers in charge of Brigades at district level once in four months.
- * Submitting a progress review report to the Central Environmental Authority based on information on the Brigades obtained through the Assistant Commissioner every four months.
- * Following the instructions of the Central Environmental Authority with regard to the training of teachers in charge of Pioneers.
- * Maintaining a good relationship among the Central Environmental Authority, Divisional Director of Education and the government and Non Governmental Organizations involved in environment related activities within the area.
- * Building up a relationship with mediemen at district level.
- * Organizing medal awarding functions and participation.
- * Submitting necessary proposals for the successful conduct of Brigades in consultation with the Assistant Commissioner.
- * Encouraging inactive schools.
- * Proposing to the Central Environmental Authority the names of schools which should be removed and included in the Programme.
- * Certifying the authenticity of news made available to Environment News by schools.
- * Conducting other activities entrusted by the Central Environmental Authority relating to the environment.

9. Selection of Environment Pioneers

The selection consists of two parts;

- (1) Selection of students from Grade VII
 - (2) Selection of students from Grades above Grade VII.
- 9.1. Applications are called from students who are willing to join the Environment Pioneer Brigade by the teachers who are selected as officers in charge of Brigades. Out of such applications, groups of 25 students should be formed who are interested in extra curricular activities. This selection should be done with the approval of the principal.
 - 9.2. Written consent of parents should be obtained regarding the enrolment of students to the Brigade.
 - 9.3. A Leader should be appointed for a group of 25 and a Deputy Leader and three Assistant Leaders too should be appointed to assist the Leader. Two teachers also should be appointed as officers in charge of such Brigades. Several groups may be formed depending on the number of students. Groups may be formed separately as male and female or as mixed groups. When a mixed group is formed, a female teacher should be appointed compulsorily to be in charge of such group. The deputy leader and all the three assistant leaders of a group should be responsible to the leader. The main leader should be responsible to the officer in charge. It is the responsibility of every member to conduct the Brigade in an advanced manner and it is the responsibility of the leaders to obtain the maximum benefit from the group members who have various skills.

10. Formation of Environment Pioneer Brigades



Officer in charge of Pioneers : is the teacher who is in charge of the groups.

Leader

A student who has the qualifications to give leadership to a group should be appointed as leader. Deputy leader is a student of the group who is to assist the leader.

Assistant Leader

When the entire group except the leader, is divided into three rows, an assistant leader is assigned one such row (8 students). If there are any members in the group whose initial enthusiasm and effectiveness shown at the time of joining the programme is gradually going down, the assistant leaders should be vigilant and should encourage such members. He should also inform the leader of the shortcomings of the group. The teachers in charge of the Brigades and the group leader and the deputy leader should obtain their services as necessary.

11. Uniform



For students of the Pioneer Brigade

White trousers / blue shorts

White short sleeved shirt (with pockets on both front sides)

Green cap, White socks, White/black shoes

For female Pioneer Brigade members

White short frock with pleats of 1½ inches reaching to the knees. White short sleeved shirt (with pockets on both front sides)

Green cap, White socks, White/black shoes

The Central Environment Authority has the right to design the headgear and the crests. It is compulsory to wear the uniform at functions. On school days environmental activities can be done wearing the school uniform with the approval of the principal. The headgear should be worn at all time when the uniform is worn. If the Central Environmental Authority is unable to provide head-gears, the students themselves should have their own headgears. They may be prepared to the sample supplied by the Central Environmental Authority. The medals won should be worn above the left side pocket.

For the Commissioner, Assistant Commissioner and teachers in charge

They will be provided an identity card with the logo of the Central Environmental Authority to be worn with the dress.

12. Training of students

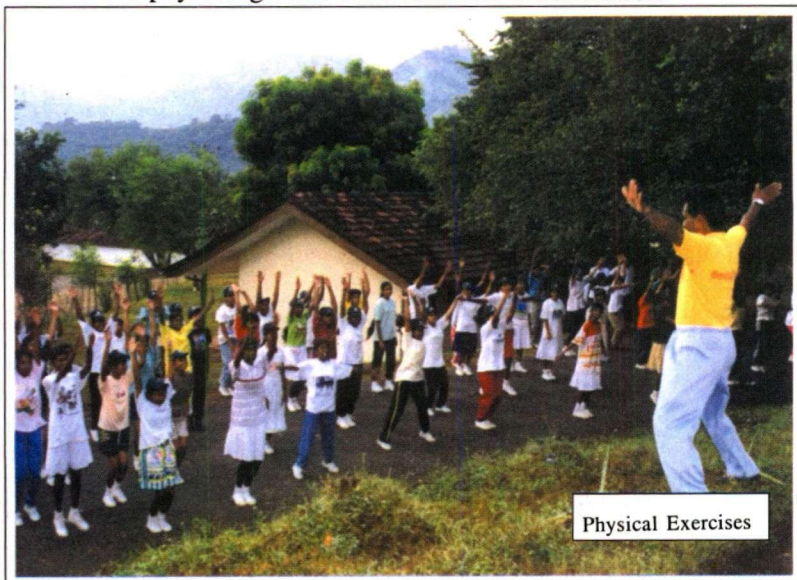
- 12.1. It is sufficient to have training once a week without causing interruptions to the studies. It is more suitable to devote some time for this before the start of school or after school. Weekends or holidays too may be used if possible. Dates should be fixed by the teachers in charge with the approval of the principal.

In the gatherings of the Brigades, students should be lined up to form a single row. A signal given by the group leader should be used here. The deputy leader and the assistant leaders should come forward in the line. Once the rows are formed, the leader of the group and the deputy leader should examine the cleanliness of the pioneers. Thereafter once the Pioneers form three rows following the signal of the group leader, the assistant leaders should come at the head of the rows. Pioneers should present the attendance register to the assistant leaders and obtain the signature.

After administering the environment oath and singing the environment song, physical exercises should be started by the Physical Training Teacher/Officer in Charge/Group Leader/any other suitable person.

12.2. Fitness Exercises

It is important to direct students for physical exercises by taking the physical growth and health into consideration.



Sports, march pasts, guards of honour etc. should be taught. Examining the Brigades, saluting etc. also should be trained. When making the salute all the fingers should be kept together.

Examination of Brigades

Special platform

Leader

Environment Pioneers

The leader should present the guard of honour of his Brigade.

After the guard of honour the leader should state that he is ready to examine the Brigade.

After saying 'Good evening/Good morning, the (number) Environment Pioneer Brigade is ready for examination by you.' He should salute again. There should be another guard of honour after the examining of the Brigades.

Whistling signals (can be followed in training)

one short note - listen

a long note - take the positions of group leaders

two long notes - line up behind the group leaders

three notes - leaders come forward

13. Practical activities training

Students should be engaged in activities to win medals as stated in the handbook as well as in other activities which lead to the protection of the school environment in general. Group leaders should provide the necessary guidance in this regard following the instructions of the teachers in charge of the Brigades.

14. Note Book

Each member of the Pioneer Brigade will be issued with a Note Book by the Central Environmental Authority after getting the first medal. Particulars such as the date of enrolment to the Brigade, dates on which medals were won, particulars of the medals etc. should be entered in this book. When participating at special programmes, an entry should be made in the book and the signature of the person in charge of such programme

be obtained. More than one page should not be used for one such programme. It is the duty of the Pioneer to maintain the note book very cleanly and beautifully. Only very important facts should be included in it since only one book will be issued for the entire period. A separate book may be used for additional notes.

15. Environment Oath and Environment Song

The cassette containing the environment oath and the song provided by the Central Environmental Authority should be used for rehearsals.



- 15.1. All the students should be able to learn the oath by heart and recite it correctly and loudly. While one student reads the oath others should follow him. While reading the oath, the right hand should be held forth parallel to the shoulder with stretched fingers and the person should stand in attention.
- 15.2. All should learn the environment song too by heart and should be able to sing it. Environment Pioneers should obtain a training to provide music to the song. By enrolling students with a talent for music, the problems which may arise in this regard can be solved easily.
- 15.3. Environment Pioneers should have the ability to sing/recite the environment song/the oath properly when invited to do so without prior notice. It is suitable to make arrangements to relay the song at school assembly in schools where this programme is implemented, at least once a week.

16. Hoisting the Flag

Student leaders of the Brigade should have a training in this matter. The hoisting of the Environment Flag should be done at every special function of the Pioneer Brigade.



17. Winning the Medals:

17.1. An Environment Pioneer who participates in the Programme has the opportunity to win up to five (5) Medals. They are as follows :



Environment Pioneer Logo



Green Medal



President's Medal



Silver Medal

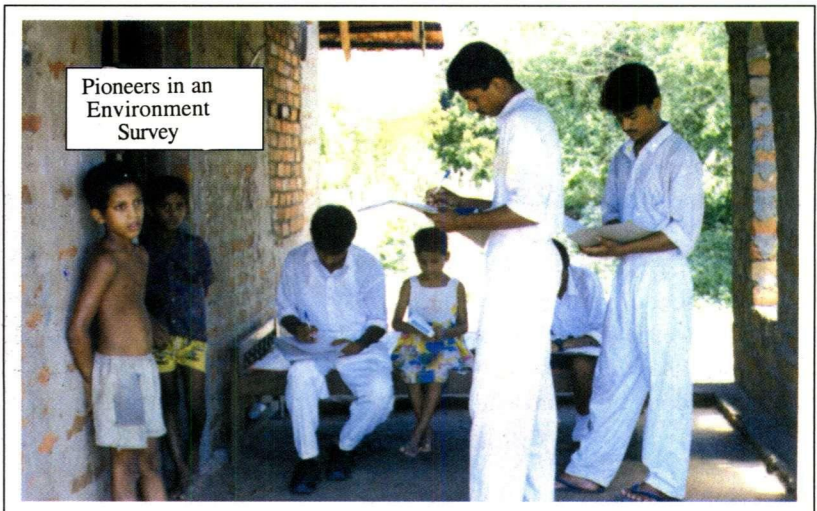


Gold Medal

17.2. Awarding of Medals:

- 17.2.1. Teachers in charge should make arrangements to a ward Environment Pioneer Medals and Green Medals at school level. It is most appropriate to ensure the participation of a respected person in the area, or a head of a state institution as chief guest in these functions. Action should also be taken to have the participation of individuals such as the Divisional Secretary, Director of Education, District Environment Pioneer Commissioner, parents of Environment pioneers etc. and the government and non-governmental institutions in the area. It is suitable to have the Medals fixed on group leaders by the chief guests and on other students by the parents. Teachers in charge of the Brigades have the freedom to arrange the medal awarding activities as they deem fit.
- 17.2.2. If the Environment Pioneer/Green Medal awarding ceremonies are held together having gathered the students of the district at a particular place, it will be possible for the officials of the Central Environmental Authority too to participate at such functions.
- 17.2.3. The Central Environmental Authority will make arrangements to award the Silver Medal at district level, the Gold Medal at provincial level and the President's Medal at national level. It would be better if examinations can be conducted in the third school term and the awarding of medals in the first school term.

18. The process of winning Medals:



Environment Pioneer Medal:

18.1. Requirements for the Environment Pioneer Medal:

18.1.1. Participation in 6 lectures on Environment:

It would be more appropriate to select the topics for these lectures which are suitable to the environmental conditions of the relevant area. For example, if it is a coastal area, topics such as sea erosion, coast conservation etc. can be selected. In addition to these, common topics such as flora and fauna, water, soil, air etc. can be selected for this purpose so as to cover the principal elements of environment. At this stage, which is considered as the initial stage in the process of winning medals, the knowledge imparted to the students should be simple and teachers who teach the subject of Environment in schools, officials of other institutes and Environment Development Officers attached to District Secretary's Offices/ Divisional Secretariats/Municipal Councils/Urban Councils may be employed as lecturers. It is sufficient to limit the lecture time to 30 minutes.

Students should keep a note on a paper (the size of a page of an Exercise Book) based on the lectures. At the examination, two questions should be asked based on that note.

18.1.2. Planting three plants and nursing them for 6 months:

Three plants with medicinal, food or commercial value suitable to the environmental conditions of the area should be selected for this purpose. The plants should be nurtured and weekly/monthly records should be kept. Those records should be certified by group leaders. At the examination, the plants as well as the records will be examined by the examiner. If there is no sufficient space in the school garden, they can be planted in a place where there is space. The examiner has the option to have the examination done by group leaders.

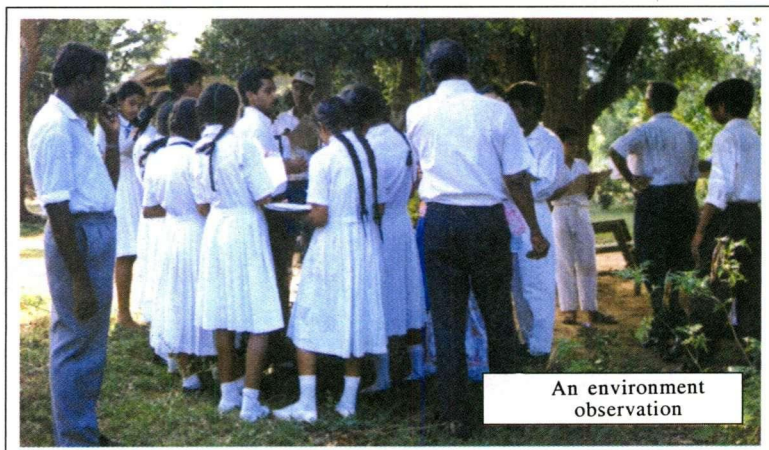


18.1.3. **Maintaining Record Book**

This is not the Note Book issued by the Central Environmental Authority but a separate book which should be maintained by the student for the recording of his environmental activities. This book should be examined by the officer in charge once a month and marks should be given by him. In keeping notes it is important to make entries at class room/school/village./division/district/ national levels.

18.1.4. **Ability to recite/sing the Environment Oath and Environment song:**

18.1.5. **Observation Report on Environment:**



It is necessary to observe the environmental condition of school garden, home garden or any other place and to prepare a report. This should be a brief and simple report. (One page of an exercise book is sufficient for this.) For example, the report can be prepared after observing situations such as following a rain, following a wind, an erosion, a drought etc.

- 18.1.6. The teacher in charge of school Brigade should conduct the examination after the above mentioned activities are completed by students. After the examination, the marks sheets should be made available to the Central Environmental Authority. Medals, headgear and note books will be issued on the basis of the marks.

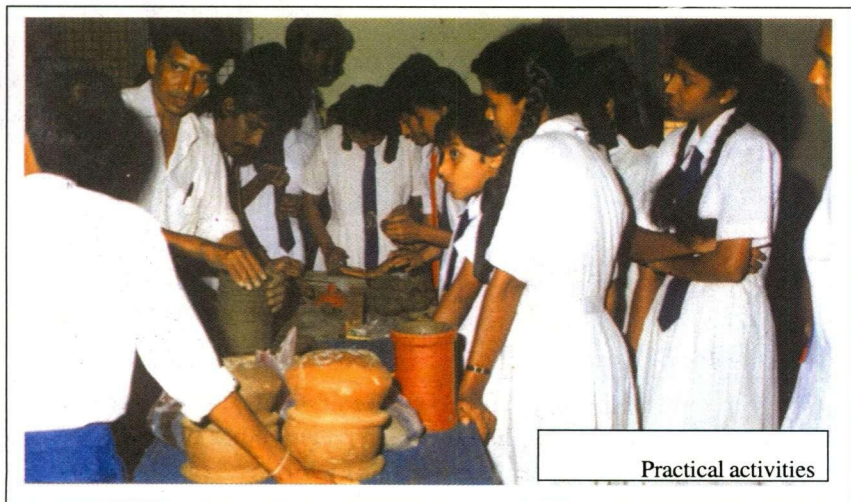
18.2. Green Medal:

Task to be completed for the Green Medal:

18.2.1. Participation at 08 lectures/workshops/training classes

In selecting topics for lectures it is suitable to select the topics mentioned under the Environment Pioneer Medal in more detail and in addition to those topics on the use of agro-chemicals, community health, disposal of waste material, urbanization, social problems such as use of drugs etc. or topics which are suitable to the local conditions. Students should keep notes based on the lectures and at the examination, questions will be asked based on such lectures.

18.2.2. Preparation of a record on flora and fauna and keeping records on one such animal and a tree:



In preparing the record, it is important to analyze according to the plant and animal classification. In this regard it is suitable to set apart a selected area and to prepare a list of plant and animal life in that area. In the record flora should be classified under the categories of fruits, medicinal, timber, ornamental, bushes, creepers, grass, aquatic, shady, edible plants etc. and the fauna under the categories of four-footed, reptile, mammals, bird, insects, amphibious, aquatic, nocturnal, soil, pests etc. The record should contain morphological and

behavioural characteristics. It should take the form of a mini survey. Descriptions, pictures, diagrams, raw material etc. may be included in the contents. (eg. dry leaves, dried plants, flowers, seeds, barks, nests, feathers etc. pasted or packeted in small bags.) For this, plants and living beings found in the surrounding area can be selected. If rare animals and plants in a remote environment which are threatened with extinction can be selected it will help improve and widen the knowledge of the students.

18.2.3. Preparation of a Plant Book:

At least 20 plants should be included in the Plant Book. It should contain the common name used for them, existence, propagation, uses etc. in brief. These plants should be in the categories of edible, timber, shady, foliage plants, grass, aquatic etc. In order to prepare the Plant Book causing the minimum damage to environment and plants, drawings, pictures etc. can be included in the book and parts of trees should be used only when it is essential.

18.2.4. Maintaining the Record Book:

(This book will be issued by the Central Environmental Authority). In making notes in this book, it is important to obtain notes from recognized persons in society so that it will be a help for the future progress of the student. It should be emphasized that only the extremely necessary entries in appreciation of services rendered on special occasions should be included in the book in a brief form. Every entry should be endorsed by the principal/teacher in charge of the Brigade/the officer who officiated at the function. It will be important if an official seal can be used (if possible). The use of official seals is more important in recording activities performed outside the school. The systematic and useful handling of the Programme Book should be taken into consideration in the examination.

18.2.5. Conducting the examination:

Once the above mentioned activities are completed by the students, the teacher in charge of the Brigades should intimate to the District Assistant Commissioner through the Environment Development Assistant that the examination be held. The list of names of students who have qualified for the examination for the award of Medals

also should be sent along with that with proposals for the possible dates for the examination. Examinations will be held once appropriate dates are fixed by the Assistant Commissioner in consultation with the respective teachers in charge and the Environment Development Assistant. The marks sheet should be sent to the Central Environmental Authority by the Assistant Commissioner with the signatures of the Board of examiners.

The board of examiners consists of the following ;

- a teacher who is in charge of a Brigade in another school.
- District Environment Pioneer Assistant Commissioner.
- Environment Development Assistant of the relevant area.

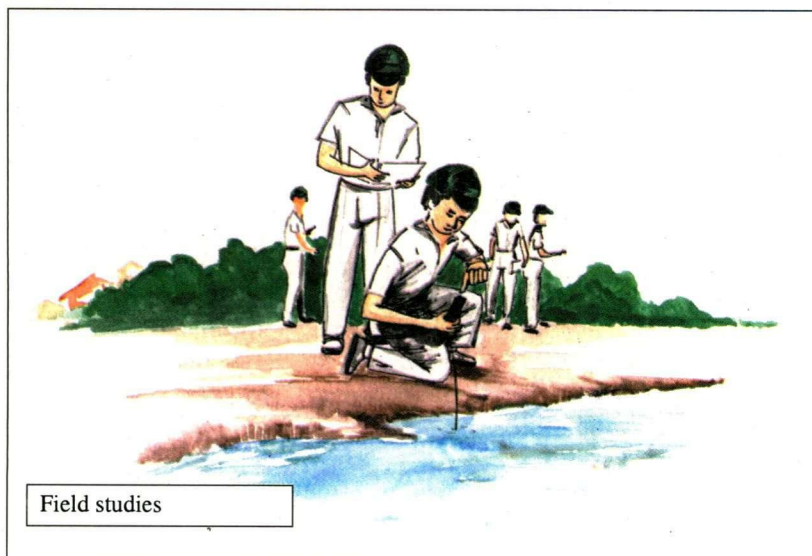
Environment Pioneers will be issued a certificate along with the Green Medal.

18.3. Silver Medal:

Procedure to be followed for the Silver Medal:

18.3.1. Adequate knowledge of Environmental Pollution:

(This includes air, water, soil, noise and cultural pollution)



It is necessary that the students have a general knowledge of environmental pollution being caused at regional, national and international level. The knowledge will be examined through oral questioning.

Students should prepare a collection of news and information on environmental pollution under the above mentioned fields. Oral questions will be asked at the examination on the collection of such information. It is also necessary to prepare a detailed report on places of aesthetic value that can be observed in the environment, at the relevant Divisional Secretary's Division level (with maps and pictures).

18.3.2. **Successful completion of soil conservation and land scaping activities**

For this purpose, it is most suitable to select the school garden. The school garden can be divided and entrusted to groups of 5 members to be in charge of the each division. If the pioneers select their own home gardens for this purpose, such places should be examined even though there are difficulties in doing so. When there is lack of space in the school, it is sufficient to maintain the class rooms, the school's building etc. in a beautiful manner by using flower pots, coconut husks etc. This is because in evaluating the activities attention should also be paid to the condition of the environment where the pioneer lives. Therefore, it is sufficient to examine how far the activities have become successful (e.g. being places subjected to floods, heavy winds, droughts etc.) If the activities have been done in the school garden or the building, the relevant portion should be shown in a map and certified by the principal. A record should be maintained on the maintenance of activities.

18.3.3. **Introducing a fuel saving method for the home/school**

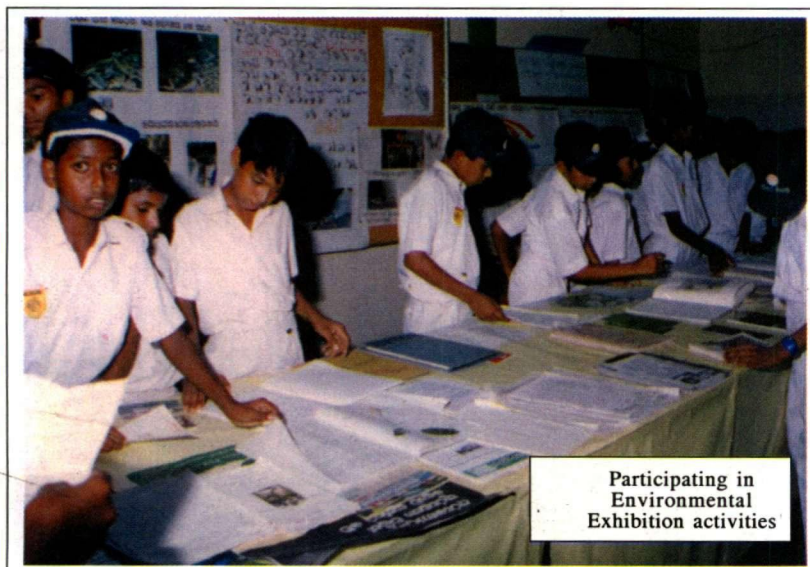


This means the presentation of a fuel saving hearth system using the refuse in the area or the introduction of alternate methods of effective use of waste material. Teachers should attempt to motivate students to introduce innovations.

18.3.4. **Identifying flora and fauna in a given environment:**

By this it is expected to keep notes on the basis of a study in a given area. In the examination, an evaluation will be done through the examination of such notes and by asking questions on the basis of such notes. For this purpose, the area should be allocated in advance and if necessary, the assistance of an outside agency (such as the Department of Wild Life) may be obtained to identify flora and fauna. The participation of such institutes is necessary at the time of the examination. It is also expected to have prepared a rough map of the area of study and to have a description of flora and fauna according to a classification. Particulars regarding identified and unidentified flora and fauna too should be included in such notes.

18.3.5. **Presentation of variety items (drama/paintings/music/photographs/publications/posters/exhibitions etc.) under the theme of environmental conservation:**



It is more appropriate to present such activities by group participation. Such activities can also be presented individually. The other students in the school as well as the adults should be educated through this. At the examination it should be possible to confirm this activity by using methods such as photographs of such activities etc. The level at which this variety item has been presented too will be taken into consideration (whether national/provincial/district/divisional/school etc.) It will be more appropriate if an authority/an institute of authority has responded to this activity.

18.3.6. Conduct of the Examination

Once the qualifications have been completed by the students, the teacher in charge of the groups should inform the Central Environmental Authority with a copy to Environment Pioneer Commissioner that the examination be held. The Central Environmental Authority, having fixed the appropriate dates through the Environment Pioneer Commissioner, should appoint Boards of Examiners and conduct the examination. The Environment Pioneer Commissioner should get the marks sheet certified by placing the signature of examiners and sent it to the Central Environmental Authority.

The Board of Examiners consists of the following:

- a representative named by the provincial Environment Committee
- Deputy Director of Education
- Environment Pioneer Commissioner

18.4. Gold Medal:

Activities to be completed for the Gold Medal:

18.4.1. A situation report on environmental pollution in a given village/city/an area:

It is more suitable to confine the selected area to the division in which the school is situated. It should be named by the Environment Pioneer Commissioner. Particulars like photographs, maps and diagrams should be included in this situation report. It should be of a standard suitable to be published in a news paper or a magazine. The latter part of the report should contain the proposals made in order to minimize the pollution conditions studied.

18.4.2. Introducing 05 indigenous technological methods:

Instructions of the teacher or any other outside institution/ individual may be obtained for this. The knowledge acquired by discussing with the elders of one's village too can be used for this purpose. (e.g. pest control, soil conservation).

18.4.3. Presentation of three models on the use of recycled waste material:

It is sufficient to present three models to show that the waste material can be re-used after using them in order to retain the

proper maintenance of the environment in the area where one lives. (For example, paddy chaff, polythene, paper, decaying items etc.) Action should also be taken to implement such a recycling system in the school. In this process, special attention will be paid to innovations by students.

18.4.4. Holding two lectures on environmental conservation:

It is appropriate to make use of special occasions in the school and an external occasion for the conduct of lectures. It may be arranged as a meeting of students of several schools in the area as well. The lectures should be recorded and presented at the examination and the duration of a lecture should be 45 - 60 minutes. A copy of the lecture should be submitted for the examination with the charts, maps etc. used in it. The Pioneer should be able to give correct answers to the questions asked on the basis of the lecture.

18.4.5. Conduct of the examination:

Once the relevant activities are completed by the students, the teacher in charge of the Brigades should make a request of the Environment Pioneer Commissioner with a copy to the Central Environmental Authority that the examination be held. The Environment Pioneer Commissioner, subject to the instructions given by the Central Environmental Authority, will make arrangements to conduct the examination after calling the Board of Examiners. The marks sheet, with the certificate of the Board of Examiners, should be forwarded to the Central Environmental Authority by the Commissioner. The Board of Examiners consists of the following ;

- Divisional Secretary
- Regional Director of Education
- Director/Deputy Director of the Central Environmental Authority.

18.5. Presidential Medal:

Activities to be completed for the Presidential Medal:

18.5.1. Active participation in environmental conservation activities:

For this purpose it is possible to participate actively in environmental conservation activities by establishing an environmental organization with the involvement of the public in the area or by joining with an already existing recognized

environmental organization. Pioneers can select one of the above methods depending on the nature of resources available in schools and the nature of resources available in the area. When there is no NGO active in the area, an organization may be formed and activated at school level or village/divisional district level obtaining the participation of neighbouring schools/ community. Educating the people of the area on the importance of environment and taking steps towards that objective, launching of environmental conservation activities with the participation of the members of the organization and the people of the area and co-ordination with other institutions in conducting the programmes are very important in this regard.

18.5.2. Ownership of an Environment Project



Under this a small scale environment project should be planned and implemented. It is compulsory that this environment project should be a project of one's own. The knowledge gained, experience and identified environmental problems should be targeted in this exercise. It should especially be a project which is launched as a solution to the environmental problems in the area. Attention will be paid to the success of the project at the examination. It should have been implemented for at least one year. The progress of the project since its inception to the end should be clearly recorded in a note book. The project should be of a qualitative and quantitative value suitable to be awarded the Presidential Medal.

18.5.3. Co-operation with government institutions dealing with environmental matters:

This means involving in environmental activities in close co-operation with government institutions which are involved in environment related activities such as the Department of Forest Conservation, Coast Conservation Department etc. It is necessary to submit relevant documents supporting such joint activities.

18.5.4. Understanding of the Environment Act and environmental standards:

It is necessary to have a knowledge of matters such as the legal structure relating to environmental conservation, institutional structure, decentralization of powers of the National Environment Act, government and other non-governmental institutions dealing with environmental conservation activities, the process of environmental protection licensing, environmental impact assessment etc. A general knowledge of rules and regulations, standards, gazette notifications etc. regarding minimizing environmental pollution is also expected.

18.5.5. Making a proposal for an environmental project:

There should be a project proposal which can be practically implemented which is written and prepared by the pioneer under the sections which should be included in a project. Attention should also be paid to the use of resources available locally and it is important that it is submitted as a project proposed as a solution to an environmental problem in the area. It is necessary to plan paying attention to obtaining people's participation for the implementation of the project. The total cost of the project should not exceed Rs. 02 lakhs. The environmental benefits of the project should be mentioned clearly.

18.5.6. Conduct of the examination

Once the above mentioned activities have been completed by the students, the teacher in charge of the Brigade should make a request of the Central Environmental Authority, with a copy to the Environment Pioneer Commissioner, to conduct the examination. The calling of the Board of Examiners will be done by the Central Environmental Authority. The Board of Examination will consist of representatives from the following institutions :

- Ministry of Forestry and Environment
- District Secretary's Office
- Central Environmental Authority
- Ministry of Education and Higher Education

19. Continuation of the Programme:

- 19.1. Since a group of Environment Pioneers in year 13 leave school every year, the Brigade can be maintained continuously by enrolling a new group or several groups of 25 members from year 7. This will enable the continuous maintenance of the Programme in the school. The newly enrolled students should be engaged in all the activities from the initial stage itself. The groups selected from other Years too should be continuously directed towards the process of medals from the initial stage of the programme.
- 19.2. Students who have already left school too have the opportunity to complete the process of winning medals up to the Presidential Medal under the instructions and directions of the teachers in charge of the Brigades, if necessary.
- 19.3. In order to maintain connections with the Central Environmental Authority continuously by the Environment Pioneers even after they have left school it is important for them to start an environmental organization in their area drawing upon the experiences they have obtained and to engage in environmental activities. Through this they may be able to assist the establishment of the objectives of the Pioneers' Brigade in the society.

Such organizations should be named as 'Environment Pioneer Youth Circle,District, and registered with the Central Environmental Authority.

20. Issuing of certificates to Environment Pioneer Members

- 20.1. Action will be taken to issue a certificate to Environment Pioneers along with every medal won by them starting with the Green Medal. Arrangements have also been made to issue a certificate when the Pioneers leave the Programme. Qualifications of members should be recommended by the teacher in charge of the Brigades and certified by the Commissioner. After the records relating to that particular member are compared with the recommendations, the Central Environmental Authority will make arrangements to issue the certificate. In submitting the certificates to the Central Environmental Authority, the copy of the list of names of the Brigades (on an annual basis) from the date of enrollment to the date of leaving should be sent with the student's note book attached thereto. Since it will confirm the duration of his stay in the Brigade and the promotions received, it will enable the issue of the certificate without delay. (Unnecessary delays can be avoided by sending the list of names to the Central Environmental Authority on an annual basis).

21. Environment Jamboree



21.1. It is scheduled to hold the Environment Jamboree once a year. Only a selected group of Pioneers out of Green, Silver, Gold and Presidential Medal winners will be allowed to participate at the jamboree. This jamboree will be held in an open space for four days including practical environmental activities, skill displays etc. Action will be taken to hold it in the first school term.

21.2. Environment camping will be done in two ways as follows:

1. At district level, and
2. At national level.

District level camping should be done under the direction of the Commissioner. The prior approval of the Central Environmental Authority should be obtained for this programme.

21.3. **Aspects which should be included in the Environment Jamboree:**

- * Presentation of the Environment Guard of Honour
- * Hoisting the Environment Flag
- * Reciting the Oath and singing the song
- * Lighting of the traditional oil lamp
- * Observatory tours
- * Practical activities

- * Propaganda activities through mass media
- * Presentation of cultural items at night using torches/copra torches etc.

A suitable venue should be selected for this purpose paying attention to the safety of students. District level activities should be limited to two days.

22. Activities for pioneer Brigades:

22.1. Paying attention on the following matters will be important in keeping up the interest and enthusiasm of the students ;

- * Selecting environment songs and making arrangements to have them sung at the end of group meetings
- * Conducting essay, drawing, oratorical and singing competitions on the theme of environment
- * Holding competitions for the selection of note books containing the best activities, drama competitions etc.
- * Organizing quiz competitions
- * Organizing tours for the observation of environmental problems and study tours.
- * Launching environmental programmes in collaboration with other government and non governmental organizations.
- * Organizing environmental exhibitions.
- * Launching environmental projects.
- * Distributing environment leaflets/stickers/flags etc.

It is expected to do away with the monotony through these activities. In this regard, children may be directed towards activities which the teacher in charge of the Pioneer Brigades considers it suitable to the objectives of the Brigades. Before the programmes are implemented, the Central Environmental Authority and through the District Commissioner the Regional Director of Education should be informed in advance and obtain the approval.

23. Evaluation Process (conduct of examinations)

The total marks to be scored for the respective activities in the examinations for the award of Medals are given below. This marking system should be followed in every district in general in the conduct of examinations.

Environment Pioneer Medal

* Participation at 6 lectures:

For one lecture:

Participation	01
Keeping notes (one page is sufficient)	02
Answers to questions (2 questions from one lecture)	02
Total	05
Total marks (total x 6 lectures)	30

* Planting and nursing 3 plants:

For one plant:

Suitability to the area	02
Nursing period	
More than one year	03
Less than one year	01
Keeping notes	
Weekly	02
Monthly	01
Diagrams	01
Progress	02
Total	10
Total marks (10 x 3 plants)	30

* Record Book containing notes on environmental activities:

At village level	08
At home level	05
At school level	03
At class level	02
Total marks	18

*** Environment Song:**

Singing by heart	03
Singing ability	02
Coming forward on various occasions	03
Total	08

*** Environment Oath:**

Reciting by heart	03
Ability to recite	02
Coming forward on various occasions	03
Total	08

*** Brief observation report on environment:**

Contents	05
Diagrams etc.	06
Other	05
Total	16

Total marks for the medal 110

For the pass it is necessary to obtain 60 marks.

Green Medal

*** Participation at 6 lectures**

For one lecture:

Participation	01
Keeping notes	02
Answers to questions (2 questions from a lecture)	02
Total	05
Total marks (total x 6 lectures)	30

*** (i) Record of flora and fauna:**

Classification

Animals	05
---------	----

Plants	05
--------	----

Number

Animals	05
---------	----

Plants	05
--------	----

Total	20
--------------	-----------

(ii) Report

Basis of selection	02
--------------------	----

Breeding and existence	03
------------------------	----

Uses	03
------	----

Other remarks	02
---------------	----

Total	10
--------------	-----------

Total marks (10 x 2 reports)	20
-------------------------------------	-----------

*** Plant Book:**

Classification	05
Descriptions	10
Other	05
Total	20

Maintaining the Note Book:

Activities :

National level	09
District level	07
Village level	05
School level	04
Maintaining the Book	05
Total	30

Total marks for the Green Medal 120

It is necessary to obtain 55 marks for a pass.

Silver Medal

*** Adequate knowledge of environmental pollution**

Report on the place	10
Oral test	05

Collection of news and information:

International level	05
National level	04
Divisional level	05
Answers to questions	05
Total	25

* Soil conservation and landscaping activities	
Extent of land	05
Use of indigenous technology	10
Use of modern technology	05
Success	05
Beauty	05
Total	30
* Introducing a fuel saving method	
Fuel saving	05
Environmental benefits	10
Being a resource in the area	05
Easy preparation	05
Low cost	05
Not injurious to health	05
Total	35
* Identifying flora and fauna in a given environment	
Flora and fauna identified	15
Flora and fauna unidentified	05
Standard of the contents	10
Answers to questions	10
Total	40
* The theme of environmental conservation presented through a variety item:	
Medium	05
Success of presentation	15
Nature of viewers	05
Aesthetic value	10
Fulfilment of the objective	10
Total	45
Total marks for the Silver Medal	175
It is required to obtain 85 marks for a pass.	

Gold Medal

* Report on Environmental Pollution:	
Environmental relationship	05
Collation of facts	10
Quality of the contents	10
Proposed solutions	10
Practicality of solutions	05
Total	40
* Introducing 5 indigenous methods:	
Practicality	05
Simplicity	05
Low cost	05
Being a new presentation	10
Success	05
Total	30
* Presenting 3 models out of discarded matter:	
Being a waste material in the area	05
Simplicity	05
Easy implementation	05
Being an innovation	10
Success	05
Environmental benefits	05
Total	35
* Having held 2 lectures on Environmental Conservation:	
Time	05
Being in harmony with the environmental conditions in the area	05
Arrangement of facts	05
Lecturing style	05
Nature of participants	05
Answers to questions	05
Total	30
* Occasions when lectures were held:	
At school	05
At a function	10
At meetings on invitation	15
Total	30
Total marks for the Gold Medal is	165
It is required to obtain 75 marks for a pass.	

President 's Medal

*** Establishment of an Environmental Organization:**

Time

6 - 12 months	02
1 - 2 years	03
Over 2 years	05
Total	05

Nature of membership

Academics	10
Distinguished persons	08
Youth	05
School children	04
Registration with other institutions	03
Total	30

Functioning

At national level	20
At district level	15
At divisional level	10
At village level	05
Total	50

Activities performed

Improving the knowledge of environment

5 Lectures	
(A cassette of 45 minutes duration or notes is required)	20
Conducting competitions	
(Poster, painting, oratorical, song, drama, photographs etc.)	20
Organizing exhibitions	15
Printing and distribution of publications	10
By an aesthetic medium	15
Total	80

Environmental conservation:

Minimizing water pollution	05
Minimizing air pollution	05
Minimizing sound pollution	05
Minimizing the use of pesticides	05
Minimizing the dumping of garbage	05
Soil conservation	05
Studies and surveys	05
Other	05
Total	40

*** Connection with a recognized environmental organization****Nature of the Organization**

Academics	10
Distinguished persons	08
Youth	05
Students	04
Registration with other institutions	03
Total	30

Position held

President	05
Secretary	04
Treasurer	03
Member	02
Total	05

Activity

National level	20
District level	15
Divisional level	10
Village level	05
Total	50

Activities performed are as above.

*** Ownership of a successful Project**

Area of authority	
National	20
District level	15
Division	10
Village	05
Success of the Project	15
Environmental importance	15
Co-ordination with government	
Institutions/voluntary Institutions	05
Total	55
Time	10
6 months - 1 year	08
2 years - 3 years	10
Total	10

*** Co-ordination with Government Institutions in the district**

Related Institutes	10
Nature of co-ordination	
Financial assistance	05
Instructions	05
Assistance to implement	05
Other	05
Total	30

*** Understanding of Environment Act and standards**

Ask 5 questions on the Act 5 x 5	25
Ask 5 questions on the standards 5 x 5	25
Total	50

*** Being a Project which could be implemented by the ordinaryt people**

Environmental benefits	15
Benefits to the public	15
People's participation	10
Ability to implement practically	15
Other	05
Total	60

Total marks required for the President's Medal 410

It is required to score 165 for a pass.

Programme on Environment Pioneer Brigades Evaluation Form

(Complete this Form and send to the Central Environmental Authority)

1. The objectives of the Environment Pioneer Programme are mentioned in this Hand Book. Are the activities referred to under the Medal process adequate in fulfilling these objectives?

☐

Yes

☐

No

2. If Yes, give it as a percentage

☐

0%

- 24%

☐

25%

- 49%

☐

50%

- 74%

☐

Above

75%

3. If it was not possible to achieve the objectives through the activities, indicate the other activities which should replace them.

1.

2.

3.

4.

4. What are the projects implemented by the students after the implementation of an Environment Pioneer Brigade in your school?

.....

.....

5. Give particulars if small scale environmental projects granted by the Central Environmental Authority were implemented. If there are any benefits to the Environment Pioneer Brigade from them, what are they?

.....

.....

6. What is the highest medal your students obtained from the Environment Pioneer Programme?

<i>Name</i>	<i>Medal</i>	<i>Year</i>
.....
.....
.....

7. Indicate the number of Environment Pioneer Brigades established in your school so far.

<i>Year</i>	<i>No. of Pioneer Brigade</i>	<i>No. of Members</i>
.....
.....
.....
.....

8. How does the involvement in Environment Pioneer Brigade Programme affect the studies of the students?

.....

.....

.....

9. Mention the names of teachers in charge of the Brigade of the school and the connected File Number.

.....

.....

.....
Signature

.....
Name

NYMPHAEA STELLATA



Song of Environmental Pioneer Brigades

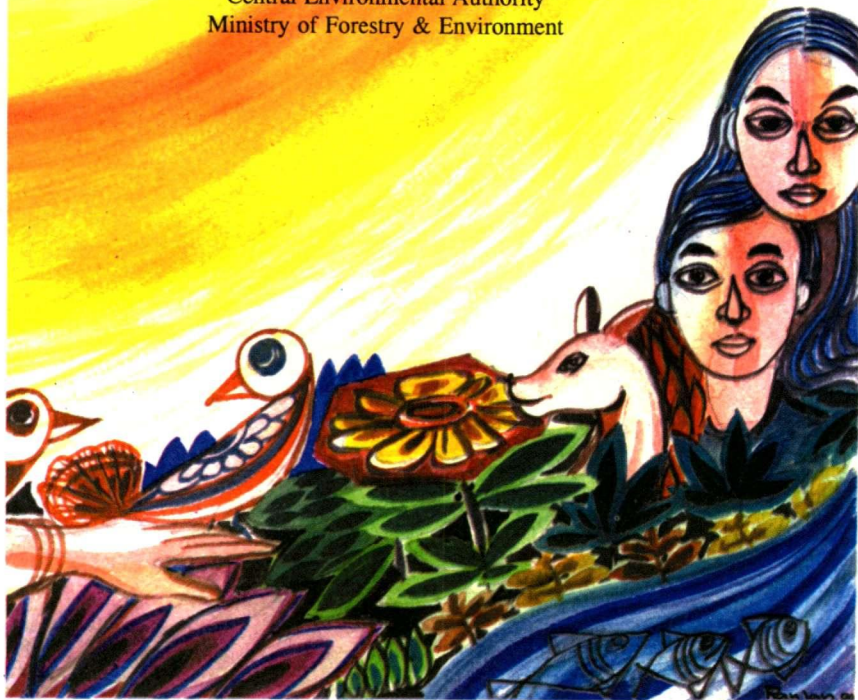
Second is heaven, we think, to our motherland
Beauty not in heaven, we see upon our golden sand
Our Environment we protect, develop and we care
That's the pledge we pledge our land, and bind ourselves firmly there

From cloud encircled mountain heights, often cool rivers flow
Gardens, glades, forests, orchards full of fruit, great beauty show
The winds blow pure, cool and soft as they with moist wetness blend
As long as we protect environment, nature will remain our friend

Why choose desire, greed and craving
And axe forests down, without them saving
All will end, the day that Nature chooses to rage its fire
One who protects the environment, guards the country entire

May all beings on earth have loving kindness in their hearts
To even trees and leaves, may they that same kindness impart
May wealth come to all and may, by all the powers,
The environment be protected with every breath of ours

Central Environmental Authority
Ministry of Forestry & Environment



Universal Earth Day	April	22
World Environment Day	June	05
Ozone Day	September	16
National Tree Planting Day	September	26
Bio Diversity Day	December	29

Printing - Ceylon Printers Ltd., Colombo 2.